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ABSTRACT

In an effort to determine the humanities and general education courses required and their relevance in occupational curricula, a 4-page questionnaire was mailed to the president of every 2-year college identified by the American Association of Junior Colleges. Responses from 336 colleges indicated that occupational programs are lengthened with the addition of required humanities courses. The author feels that humanities courses should be optional in occupational curricula and recommends that the goals and characteristics of vocationally-oriented students be studied further to help determine their needs. Also, more innovative and practical humanities courses should be developed and publicized. (RG)

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REPORT

National Survey of Humanities Courses Offered in Occupational Curricula in the Two-Year Colleges

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Traditionally the junior college has been thought of as an institution which offered courses parallel and almost similar to those found in the typical four year college, but today this course serves the needs of only about one third of the students.[1] "In the 1980's it will still be true that

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[1]Norman C. Harris, "Curriculum and Instruction in Occupational Education," Emphasis: Occupational Education in the Two-Year College, AAJC (Washington, D.C., 1966), p. 45.

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fewer than 20 per cent of our job opportunities will require a four year degree."[2]

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[2]"First Annual Report of the National Advisory Council on Vocational Education," Occupational Education Bulletin, vol. 4 (October 15, 1969), p. 2.

Today, occupational education is a major task in the two year colleges with the largest enrollments, and the traditional college parallel courses are in proportion becoming less and less in demand. This trend is the

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result of the real assessment of the needs of the community and the local students.

> "Occupational education" refers to any and all education and training offered by junior colleges aimed at preparation for employment as distinguished from curriculums in the liberal arts, fine arts or humanities. "Occupational education" covers professional, semiprofessional, technical and skilled-level curriculums for all fields (e.g., agriculture, business, industry, health, home economics, public service) of employment.[3]

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[3]Norman C. Harris, Technical Education in the Junior College: New Programs for New Jobs, AAJC (Washington, D.C., 1964), p. 21.

As a result of recommendations from authorities in the occupational area, and requirements by state law and professional agencies, nearly every occupational curriculum requires or recommends that the student take some courses other than science, mathematics and the more technical courses.[4]

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[4]See: Emphasis, pp. 46-49.

Thus, for example, some type of English course is almost always required, and in Michigan the law requires that every student take political science. As new occupational curriculums are developed, students with goals other than to transfer to a four year school are, in a sense, imposed on the traditional academic departments. Frequently, the departments continue to offer their traditional courses whether or not they are appropriate in their standards and/or aims.[5] On the other hand, there is often a demand

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[5]"The junior college must . . . set up its own courses and plans for achieving its goals rather than basing its program on tradition and imitating what is being done in four-year institutions. . . . . Robert R. Wiegman, General Education in Occupational Education Programs Offered by Junior Colleges, AAJC (Washington, D. C., 1969), p. 9. See also: pp. 24-25.

from the occupational teachers that special courses be developed just for their group. When this demand is met there is a proliferation and fragmentation of course offerings so that one might find English for nurses, English for apprentices, and so on in addition to the standard Business English or Technical Writing. The staff of traditional academic departments are usually not equipped either by training or temperament to offer such special courses as Technical Writing or sociology for policemen, so part time people are employed or regular staff are forced into courses they do not want to teach. In some instances excellent courses result from this, but far too often inappropriate and ineffectual syllabi are developed or adapted from the traditional approach.

The American Association of Junior Colleges has identified over 300 different occupational curriculums being offered to thousands of students. The list grows every year. Very little is known about the humanities or general education courses required or recommended in these curricula. The purpose of the proposal survey was simply to find out what these courses are and who teaches them. If this information could be obtained and it appeared that many traditional courses are required, some judgment about the appropriateness of the courses for the curricula may be made.

A four page questionnaire was mailed to the presidents of every two year college known to the American Association of Junior Colleges (see Appendix I). A follow-up questionnaire was sent two months later. Over a period of four months ending in August 1970, catalogues and completed questionnaires were received from 336 colleges. This is an excellent response creating a more than adequate sample since some two year colleges (most of them private) offer no occupational courses at all. Others offer only one or two business and secretarial courses. Since there is no complete list of colleges offering occupational courses, it is impossible to check the assumption that this sample is a sample of well over half, but

out of a total of 900 two year colleges, more or less, in the United States, a response of 336 would appear to be so.[6] (I can sympathize with the dean

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[6]A survey of occupational education programs in community and junior colleges, made by Western Illinois University in cooperation with AAJC, showed as of November 30, 1970, a total of 10,724 individual programs leading to associate degrees, another 3,710 leading to certificates, 2,407 in continuing education or community service, and another 3,969 in the planning stage.

The associate degree programs broke down as follows:

Agricultural, agricultural technology . . .	885
Allied Health and medical technologies. .	1,388
Applied arts technologies	364
Business and commercial technologies. . .	3,538
Engineering and science technologies. . .	2,950
Public service and related technologies .	1,210
Skill-oriented vocational programs.	389

Based on the survey, it is estimated that 435,000 full-time-equivalent students (and nearly a million persons by headcount) were enrolled in occupational programs at community/junior colleges in 1970, according to K.G. Skaggs, occupational education coordinator at AAJC. Enrollments will be up about 14 per cent more in 1971, judging from pre-registration figures.

Developing Junior Colleges, Newsletter no. 96 (September 15, 1971), 2.

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who said he would not respond since my questionnaire was the thirty fifth he had received.)

Finally, it may safely be assumed that though more occupational courses may have been added here and there over the past year or so, the humanities offerings have increased proportionately. Since the conclusions in this report do not depend on sheer numbers, slight fluctuations in gross figures will not alter them. If the conclusions in the report are acted upon, however, a survey taken ten years from now should show a very substantial increase in the number and kind of humanities courses being offered in community colleges, but they would no longer be tied to occupational curricula.

Now let us turn to the survey and I will make some remarks about each section along with some brief conclusions. When we have finished with that I will try to bring all the conclusions together and go beyond them to some major conclusions and recommendations.

The data gathered from the first page, "Specific occupational areas and degrees or certificates granted," is far too detailed to report to you, but the results of the Western Illinois survey reported in the footnote will give you an idea of the enormous enterprise occupational education is today. Obviously, with the number of schools reporting and the variety of curricula offered, the numbers in each slot will not be very large. For example, in the most popular area of Technical education, Electronics, 14 schools offer a 1 year certificate and 78 offer some kind of associate degree. Engineering and Drafting and Design have the next highest number of schools offering degrees--46 and 39. In Business, General Secretary is the most offered curricula with 46 schools giving a one year certificate and 111 giving some kind of associate degree. The charts are spotted with ones and twos for most of the other offerings.

The second page asking about the number of humanities hours required, again elicited such a complex response that it is represented with 24 pages of graphs. Needless to say, writing courses are required more often than any other course. Psychology, political science, economics, history, literature, and general humanities are very frequently required, with sociology being the least often required, though a sizeable number of courses do require it. The miscellaneous category "Other" accounts for the rest of the courses.

Turning to page three, the first question is concerned with the number of students enrolled in 18 month/two year certificate or degree programs who are taking college parallel humanities courses. Here, a huge range is found. Twenty-one schools report that fewer than 50 students take such courses, while twenty-six schools have over 1600 students enrolled in these areas. The usual number of students ranges from 100 to 450. A little multiplication and addition will not reveal a precise number of students taking college parallel courses as part of their occupational curricula, but it does reveal that thousands of sections are offered. The implications for budget and staffing in the

humanities division are obvious, so the seventy-four schools which could not give particularly meaningful replies to this question are either operating on luck or prayer, neither of which are particularly aided by institutional researc They may also depend on part time help, hired at the last minute.

The next question is about the number of students enrolled in 18 month/ two year certificate programs who are taking humanities courses specifically designed for occupational programs. These students are on programs leading to a certificate only, but the figures in the answer to this question certainly overlap with the figures about students taking college parallel humanities courses since there is no reason to believe that a specially designed course would not be a college transfer course. Also, it must be remembered that a certificate program at one school could result in an AS degree at another. The number of schools offering specially designed humanities courses is smaller than the number of schools offering only college parallel, but it should be pointed out that some curricula in some schools may be a mixture of the two types of courses.

The totals range from 16 schools which offer these courses to less than 50 students to five schools with over 1600 in such classes. There are twenty-three schools in the range between 350 and 700 students. Although eighty-one schools did not respond, four gave answers which did not correspond and one hundred and five schools do not offer specifically designed humanities courses, almost 150 schools do and ten of these have from 750 to 1550 students in these classes. Once again, these figures represent a highly significant number of students and sections in the humanities area. (1600 students at 30/section: 53-54 sections)

In answer to the question "Are all of the humanities courses taught by faculty from the academic departments?" 259 schools said "Yes," and 40 said "No" (15 schools did not respond and one answer did not correspond). 46 schools said that humanities courses were taught by faculty in occupational education,

while 233 said occupational faculty did not teach such courses. (34 schools did not respond, probably because their humanities courses are taught exclusively by the humanities staff as they had reported in the question before. This helps to account for the difference between the figure 259 schools having only humanities taught by humanities people and 233 schools saying no occupational staff teach humanities)

A sample of the types of courses offered by the faculty in the occupational curricula ranges from applied psychology and business communications through human relations, history of fashion art, orientation technology, psychology and sociology, to technical report writing and vocational relations.

The response "all but technical report writing" is just about correct for the question, "Which humanities courses were developed by the academic faculty?" There is an indication in the list of specific courses that quite a few were probably developed specifically for the occupational students. Examples are: American culture, contemporary legal problems, political institutions, and urban affairs.

The courses developed by the occupational faculty are pretty much what one would expect, and the list generally parallels the courses taught by that faculty. The most unusual courses were creative dramatics, children's literature, and folk, square and social dancing.

When asked, "How many teachers from the full-time college staff are teaching humanities part-time in the occupational curriculums?" 59 schools did not respond and 40 gave answers which did not correspond with the question. However, 16 schools said all their full-time staff taught a part-time overload in the occupational area, and 72 said none of their full-time people were so employed. It is difficult to make a judgment about these figures, but some speculations will be made in the concluding remarks.

The number of full-time faculty employed with an overload in the humanities courses offered in the occupational area ranges from 1 (5 schools)

to 120 (1 school). Only a few schools employ large numbers of full-time faculty with an overload, but the numbers add up to an impressive total of 1088 staff members in 25 schools. (The figures are based on a range from 18 teachers through 120). In the lower ranges a total of 101 schools employ 635 part-time faculty members, and all the 126 schools reporting employ a total of 1723 full-time people with an overload. (This does not include the 16 schools reporting all full-time faculty are employed with the possibility of an overload.)

In addition to the number of schools which employ full-time faculty with an overload, are the 75 schools which employ teachers who are not on the full-time college staff. Two schools report that all these courses are staffed by part-time people; 133 say none are so staffed, 95 did not respond and 10 gave answers which did not correspond. The total number of teachers reported was 438. The range was from 1 faculty member to 60.

It is very possible that some schools employ both full-time faculty who take an overload and people who are not on the full-time staff to do part-time teaching. Thus the total number of schools employing both cannot be determined. However, it appears that more than 2101 people are employed part-time to teach humanities in the various occupational curricula. This is an impressive number. Even if this number is only translated into one section apiece and each section is calculated at 20 students, it seems safe to assume that 44 to 45,000 students are being taught humanities courses by part-time staff. Even double this number might be a conservative estimate.

Seventy eight schools reported that some of their humanities courses are required by state law. The most frequently required are English (21), history (19); political science (18); and social science (11).

One hundred and twenty one schools replied that some of their occupational programs were approved by professional groups or other agencies. Many of these groups, of course, will not approve an occupational curriculum

without certain humanities courses being included. This is obvious when one considers that 22 graphs were created to record this information. The question asks what courses are required or recommended, and so few are recommended as to be almost insignificant. These required courses resemble the earlier list (p. 5) except in some areas, particularly English (writing), up to 9 hours may be required. This suggests that accrediting or certifying agencies have played a large part in fixing humanities requirements in occupational curricula.

From here on the respondent (usually the dean for the occupational area) is asked to give his opinion. Fourteen rather vitriolic replies refusing to have anything to do with the questionnaire have been disregarded here, as they have in the total number of responses, but the replies are instructive in their way.

In answer to the question, "Do you believe that fewer humanities courses should be required or recommended?" a resounding "No" was recorded for 251 respondents. Only thirteen said "Yes," with 43 not responding and five not understanding the question. The courses objected to were probably those required by some agency, and the objections seem to make sense. For example, sociology was objected to in the fashion and petroleum curricula, English in drafting and electronics; and history in business.

Fifty-two respondents felt that the technical content was so great in some of their curricula that no humanities could be included, but 116 did not find any curricula in which some humanities would not fit. (117 did not respond and 23 didn't understand the question.) Sixteen respondents felt that none of their occupational programs could include humanities. Of the others, most of the curricula which would exclude humanities seemed reasonable for one reason or another. Examples are: cosmetology, electronics, engineering, mechanics and machinists, practical nursing and welding.

The respondents did not show much originality when they chose humanities courses which should be taught if there were no other considerations. The list, unfortunately, has been repeated twice as required courses. The only additions of any number were art, and western and world civilization. Ethics and anthropology were hardly mentioned, and no one mentioned any kind of minority literature although these do appear in very small numbers under courses offered.

I will spare you the additional comments elicited by the last question, as well as those made by my graduate assistant Carl Brace, who did the tabulation of the questionnaire.

Before I conclude, however, here is a list of the most frequently offered curricula found in this survey and the number of schools offering them follows:

Curricula offered	Number
Secretarial	238
Data Processing	131
Business Management	109
Electronics Technician	103
Nursing	95
Drafting and Design	78
Police	75
Market	74
Medical Technician	73
Engineer	69
Accountant	64
Art	56
Automotive	54
Supervision & Management	53

Curricula offered	Number
General Clerical	47
Dental Technician	41
Fire Technician	32
Machine Tool Technician	30
Agriculture Technician	28
Aviation	21
Human Service	16
Hotel & Motel	15
Welding	14
Bookkeeping	11

Also, I had intended to ask the following questions and answer them:

1. Is there a typical humanities requirement for certain clusters or allied courses?
2. What is the total number of hours typically required?
3. Is there a typical humanities requirement?
4. What course is most frequently required and how many hours?
5. What is the least number of hours typically required and in what curricula?
6. What course is least frequently required and how many hours?

However, my conclusions have made these questions appear relatively unimportant.

So, this is what I think:

1. I have long believed that the community college has denied its philosophy with its commitment to the students the college serves. The results of this survey certainly indicate this. The vast number of humanities courses required in the various occupational curricula reported here, demonstrate that the students must fit themselves to the college and the curricula, rather than that the college fits itself to the students, as its philosophy clearly states.

Faculties, advisory boards, state laws, and accrediting agencies, all are infected with the idea that the people do not know what they want or need, and so must be told. Creating needs for things is a big business in the United States, which perhaps accounts for some of our wealth, but creating a need for Scotch among beer drinkers is a somewhat questionable activity.

Why should a welder, an electrical technologist, or a nurse for that matter take freshman composition? If these students need any language training at all it is to learn to read and speak and listen better, not to write better. Filling in a form does not require high writing skill. The skills or information found in many other courses are equally inapplicable to the immediate needs of occupational students.

At this point I will be accused of attempting to keep the working people down, of depriving them of all the cultural enrichment they so sorely need. I may be accused of perpetuating elitism. Fortunately, there is a vast majority of people, (unwashed, if you will) who would agree with me that the first thing they want is a job and security, and the longer a training program which is filled with courses they feel they do not need lasts, the longer they are kept off the job and the more frustrated they become. To draw an example from the university may be more striking here, but it is parallel to what I have been saying. I know a very frustrated Black man who wants to go back to his community to teach. His community needs him now, and in his best judgment and mine he would be adequately trained to teach his subject in four semesters and two summer sessions. The System, general education credits and state law, will keep him from doing his job for a minimum of one more year--one more year of waiting for Black people to be taught. He and his people are victims of preconceptions formed by those ignorant of his needs or who could never have imagined them. In the same way, counselors, advisors and boards have been saying "nonsense" to the person who says "all I want now are the skills to do a good job." They

know he needs more than that and he will get it even if it deprives him of a year's wages and seniority, and the country of productivity or service. Looking at it another way, would there be an oversupply of data processors on the market today if data processing had not required an extra six months or a year in humanities? If the jobs available had been quickly filled, wouldn't it have become apparent much sooner that people ought not to take data processing if they wanted a job? It is argued that having the humanities course the student can shift fields if need be. Why should he shift? Is a student's time of no value? If it is not, let him make the choice to waste it, not those "who know better than he."

Nothing of what I have said implies that I want to get rid of humanities courses for the people of the community. I believe in the community college philosophy and want to make it work. I believe that the community college should serve the student who remains in the community for the rest of his life. I believe once a student enrolls in a community college, it should never cease to serve him. I don't think the college should ever give up its effort to recruit, retain and rerecruit students. Unless he chooses to, once a student enrolls in a community college, he should never be allowed to go away.

Thus, my suggestion is that students who are oriented toward occupational goals be trained as rapidly, efficiently and effectively as possible for the positions they wish. Then, after they have security, their car, their home, their family, they could be shown that they could afford to broaden and enrich their lives with the humanities. I would make humanities optional for every occupational curricula.

My position is strengthened by a study about occupational students. One of the most startling conclusions is that the socio-economic status of the students' parents has little if anything to do with his choosing an occupational curricula. Further, the students' stated goal to go no further than

high school had no predictive value. Rather, students choosing vo-tech "had found high school a relatively unsuccessful and uninteresting experience and had unrealistically low self images of their scholastic and intellectual abilities." (p. 90) Yet rank on "scholastic measures" was nearly as likely to be in the highest 30 percent as in the lowest 30 percent." (p. 93).

The conclusion of this study is: "The prospect of a program much shorter in length, and above all, clearly directed to a visible and attainable occupational goal may be a highly desireable one." And: ". . . the current trend toward increasing the general education component of vo-tech programs could be diminishing the attractiveness of these programs of prospective students."[7]

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[7]Robert H. Fenske, "Who Selects Vocational-Technical Post High Education?", The Two-Year College and Its Students: An Empirical Report, The American College Testing Program, Inc., 1969.

It is unfortunate that the data in this section came from Wisconsin since Wisconsin has a well developed vocational-technical program offered in vocational institutes, but "the sample communities did not contain comprehensive 'community' or 'junior' colleges. . ." (p. 91). Within this limitation, however, the data is extremely valuable and revelatory.

In addition, Patricia Cross says:

> "The interest of occupationally-oriented students in concrete and tangible goals is consistent with the research that finds lower socioeconomic groups concerned with security, immediate impulse expression, and concrete rewards, whereas higher socioeconomic groups are more likely to seek goals of status, achievement, and social respectability. These different value systems show some consistency of interest, attitude, and personality across the few research studies of junior college students that have been done in this terribly important area. Generally speaking, researchers characterize two-year college students as little interested in abstract thinking or in originality and as prone to be more conventional and rigid than students beginning their education in four-year institutions.
> In the CGP data (1968), occupational students were twice as likely as the college-parallel

> group to see the object of education as mostly or entirely job training; . . . .[8]

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[8]K. Patricia Cross, "Occupationally Oriented Students," Junior College Research Review, Vol. 5, no. 3 (November 1970), p. (2-3).

Optional humanities courses would mean that the faculty who taught them would have to tailor them to the needs and abilities of the students so that they would be popular. Students would be taking them because they wanted to, just as they had taken their earlier more practical courses, and surely everyone would be happier.

2. Further studies of the goals and characteristics of the vocationally oriented student need to be made so that some idea of the broad population can be gained.

3. Institutional research at each community college should gather more information about the vocational student, keeping in mind that frequently answers to questions will have been supplied to the student by unrealistic goals in the community and the general brain washing done by institutions of higher learning and their faculty.

4. Good humanities courses should be widely publicized. The AAJC Journal is inadequate for this, as is the Technical Education News. The Occupational Education Bulletin and the Developing Junior Colleges Newsletter can hardly develop such discussion in their six to ten pages per month. National meetings given by the various humanities disciplines should have sections specifically devoted to the discussion of innovative courses for vocational students.

5. A national invitational meeting should be called to discuss the problems raised in this report and others so that direction can be given for the development of improved and more realistically practical humanities courses.

One of the advantages to following my proposal for optional humanities courses will be that a relatively stable humanities faculty can be developed.

As occupational curricula come and go, the size and skills of the occupational education staff will fluctuate, but it will not be necessary to reduce or add humanities staff as this occurs, because humanities will be taught to students who want to take these subjects rather than to students in particular occupational curricula.

Quite frankly, this study was made to confirm ideas I had always held. It has not done so to the extent I would wish, but, nevertheless, the facts are there for all to see. What is subjective in my remarks, I firmly believe can be supported objectively by all those who are willing to accept the truth. It is difficult for a questionnaire to get at the truth.

There are many innovative courses taught by fine teachers in the humanities area which serves the occupational curricula--one for every thousand non-innovative, dull scoundrels--but if they are not counted, the situation is dismal indeed. On the other hand, if many so-called innovative courses are evaluated, in many instances it will be seen that what appears to be innovative or "matching the needs of the students" is patronizing, or propagandizing for a predetermined cultural goal.

Finally, it is to be regretted that there are few optional, or merely recommended humanities courses in any of the curricula surveyed. This is not surprising, however, since the community college is still so oriented toward the four year college or university that it will deny its own philosophy. It still seems to supply the community with what the faculty or accrediting associations thinks should be its needs, rather than what it actually wants. These groups sit in loco parentis to the whole district or area they serve, telling the community or the trade or profession that this is good for you whether you like it or not. Teaching the humanities under the present attitudes is to perpetuate elitism, and to continue the alienation of the working man or woman. To teach to make the student "well rounded," to refine him, "to humanize" him is to fail to recognize, or to deny that the occupational

student is human already. In our technological society, communion with the gods is finally necessary, but really a job and financial security seem to be needed before we can release our powers to achieve social security.

Midwest Region AERA Conference
Chicago, Illinois July 12, 1972

APPENDIX I

SURVEY OF HUMANITIES COURSES IN JUNIOR AND COMMUNITY COLLEGE OCCUPATIONAL EDUCATION

Name and title of individual completing questionnaire:

_____

School: _____

Address: _____

SPECIFIC OCCUPATIONAL AREAS, AND DEGREES OR CERTIFICATES GRANTED IN YOUR SCHOOL

Please record certificate (C) or degree (AA, AAS, AS or other)

Major Area	*Specific Area*	*Length of Course* Less than 1 year	1 year Certificate	1-2 Year Certificate or Degree
TECHNICAL EDUCATION	Electronics			
	Engineering			
	Metallurgy			
	_____			
	_____			
BUSINESS	Bookkeeping			
	General secretary			
	Legal secretary			
	Data processing			
	Programmer			
	_____			
	_____			
	_____			
	_____			
HEALTH	Nursing			
	Practical nurse			
	Dental technician			
	_____			
	_____			
PUBLIC SERVICE	Police			
	Fireman			
	_____			
	_____			
	_____			
	_____			
	_____			
	_____			
AGRICULTURE	_____			
	_____			
HOSPITALITY	_____			
	_____			
	_____			
INDUSTRY AND TRADE	(Please indicate whether this is an apprentice course by placing an (A) in the blank right after the course name.)			
	Welding			
	Carpentry			
	_____			
	_____			
	_____			
	_____			
	_____			
	_____			
OTHER AREAS	_____			
	_____			
	_____			
	_____			
	_____			

(If more space is required please attach additional sheet.)

Humanities courses required or recommended in occupational curriculums. In the following section "humanities" means all general education courses other than math or science; "college parallel" indicates a course that will transfer under its name and catalogue description to most four-year colleges and universities. Indicate the name of the curriculum and fill in the number of recommended hours of each discipline. If the course is *only recommended* for the program, please place an *asterisk* (*) after the credit hours.

HOURS REQUIRED OR RECOMMENDED

Curriculum	*English (Writing)*		*English (Literature)*		*Political Science*	
	College Parallel	Non-College	College Parallel	Non-College	College Parallel	Non-College

Curriculum	*History*		*Psychology*		*Economics*	
	College Parallel	Non-College	College Parallel	Non-College	College Parallel	Non-College

Curriculum	*Sociology*		*General Humanities*		*Other Special Courses*	
	College Parallel	Non-College	College Parallel	Non-College	College Parallel	Non-College

Total number of students enrolled in 18-month/two year certificate or degree programs who are taking college-parallel humanities courses _____.

Total number of students enrolled in 18-month/two-year certificate programs who are taking humanities courses specially designed for occupational programs _____.

Are all of the humanities courses taught by faculty from the academic departments? Yes ____ No ____

Are any of the humanities courses taught by faculty from occupational education? Yes ____ No ____

Which ones? _____

_____

_____

Which humanities courses were developed by the academic faculty?

_____

_____

_____

_____

_____

Which humanities courses were developed by the occupational education faculty? _____

_____

_____

_____

_____

How many teachers from the full-time college staff are teaching humanities part time in the occupational curriculums? _____

How many teachers not on the full-time college staff are teaching humanities part time in the occupational curriculums? _____

Are any of the humanities courses in your occupational curriculums required by state law? Yes ____ No ____

If "Yes," please list them: _____

_____

_____

_____

_____

Are any of your occupational programs approved by professional groups or agencies such as NLN or ECPD? Please list with name of agency.

Program	*Agency*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are any of the humanities courses in these programs required or recommended by the agencies. Please list and place an *asterisk* after those *only recommended.*

Program	*Course*

Do you believe that more humanities courses should be required or recommended in any of your occupational curriculums? Yes ____ No ____

If "Yes," please list and place an *asterisk* after those *only recommended.*

Program	*Course*

Do you believe that fewer humanities courses should be required or recommended in your occupational curriculums? Yes ____ No ____

If "Yes," please list and place an *asterisk* after those *only recommended.*

Program	*Course*

Are there occupational curriculums at your school or at other schools where the technical content is so great that there is not enough time for humanities courses? If so, please list.

If time were no consideration, what humanities courses do you think ought to be taught in occupational curriculums? Please list the most important first.

Curriculum	*Course or Courses*

Comments: (If more space is required please attach additional sheet.)